

CAREER DEVELOPMENT ACTIVITY #10



Title: Recognizing Values and Career Preferences

Standard 8001.01: The student will develop self-knowledge and skills related to the world of work and occupations.

Objective .0101: Acquire self-knowledge related to education and occupational exploration.

Objective .0104: Identify and utilize the decision making/problem solving process

Standard 8001.02: The student will explore applied technology education and related occupations.

Objective .0205: Apply economic concepts to personal and workplace experiences.


Objective .0207: Develop an awareness of the basic skills related to family and consumer sciences. (self, family, nutrition and food, clothing and textiles, and child development)

Standard 8001.03: The student will utilize occupational information in the career planning process.

Objective .0303 Develop basic employment and job skills.

Time: 45-50 minutes

Materials: % Auction Block Activity Outline pages 64-69 from *Activities That Teach: 60 Hands-On Activities* by Tom Jackson*

% Student Record Book 

“Career/Lifestyle Preference Inventory” RB 33, 34
(Teacher Copy 10.4, 10.5)

“Auction List” RB 32 (Teacher Copy, CD 10.5)
Glossary, RB 20-21

% 20 - One hundred-dollar TLC bills per student (Master CD 10.7) **Note:**
TLC money may be used, but it is not required for a successful activity.

% 3 small boxes labeled #1, #2, #3, (Directions for these ‘secret boxes’ can be found in the Tom Jackson activity.) Inside each box is a paper with one of the following scenarios (Master, CD 10.8):

Box #1- You bought a lottery ticket and won a million dollars.

Box #2- You dropped out of high school and took a job at below minimum wage with no chance of advancement.

Box #3- *You graduated from high school, went to college, and took a job that pays a reasonable salary; but you dislike what you do.*

% Overhead of values, preferences, economic security definitions (CD 10.9)

% Chart Your Future Poster


% Overhead projector



Rationale: Having each student become aware of and prioritize those values that he or she feels are important to him or her now will help the student develop a career plan that will be more satisfying and rewarding. These values will come to define the student's lifestyles and goals. Through follow-up discussions to the activities in this lesson, help the students understand that the motivation to reach their goals comes through the importance they place on their values. Definitions: **Values:** aspects of our lives which are most important, and deserving of our time, effort, and money.

Preferences: choice of personal best option. **Economic Security:** promise of long-term job benefits.

What? In what activity will the student participate?

- (1) **[20 minutes]** Have the students participate in the Activity, Auction Block as outlined on pages 64-69 of Tom Jackson's book *Activities That Teach: 60 Hands-On Activities*. Read and follow the activity outline, adjust the number of auction items to fit the time frame. **(Optional variation: Each student can be given the \$2000 in \$100 TLC bills to actually "purchase" the auctioned items. A master page of TLC money (CD 10.6) can be copied, cut, and laminated.)** The Auction List (CD 10.4) is located in the **Student Record Book** , RB 32. Feel free to add any extras to the activity, such as a real auctioneer, display posters for an easel showing what the item is being auctioned, a cashier, etc. Be sure to allow some of the 20 minutes for a quality discussion of the ideas listed on page 66.

Tips: *Use of the "money" is optional.

*Use your creativity to shorten the "Auction List. Try focusing on odd or even numbered items.


*Some teachers required each student to bid on three items.

- (2) **[15 minutes]** Locate the "Career/Lifestyle Preference Inventory" RB 33-34 (Teacher Copies, CD 10.4 and 10.5). Take time to briefly review the terms on the inventory with the students before they begin. In your review include the definitions (Overhead CD 10.9):

C **values**--aspects of our lives which are most important, and deserving of our time, effort, and money

C **preferences**--choice of personal best option

C **economic security**--promise of long-term job benefits.



Have students add the definitions to the **Student Record Book**  Glossary, RB 20-21. Then have the students read the instructions and complete the inventory.

So What? What will the student learn as a result of participation in this activity?

- (1) **[3 minutes]** Have the students complete the Summary of Career/Lifestyle Preference Inventory, at the bottom of RB 34, (Teacher Copy, CD 10.5) at the bottom of the second page of their inventory. This part of the activity will help the students narrow their preference lists to the three most valued preferences.

Ask the students: How easy or difficult is it to narrow your choices to three top preferences?

Now What? What can the students do with this new information with regard to career development?

- (1) **[3 minutes]** Have the students list on their **Chart Your Future**  posters the three most important preferences they identified on their summaries. These prioritized values will be discussed during the students' **SEOP**  conferences. Students will begin to see how values can influence choices. Ask the students:

- C What are your top values and preferences?
- C What do you think the chances are that one occupation could meet all your highest preferences?
- C How might knowing this information help you as you look for a part-time job or plan for more training beyond high school graduation?

*Copies of this book: Tom Jackson, 3835 West 800 North, Cedar City, UT 84720, 435-586-7058

Name _____

Class Period _____

CAREER/LIFESTYLE PREFERENCE INVENTORY

Instructions: In this inventory, indicate how important each of the following career preferences is to you. In other words, what benefits do you want your career to offer you? Please read the definition of each career preference and then circle the letter to the right of the preference that reflects your feeling. Is this preference of high, medium, or low importance to you?

- | | | |
|----|--|---|
| 1. | Pleasure from participating in your career:
Satisfaction, fun, joy. | Importance of preference
A. High
B. Medium
C. Low |
| 2. | Yearly Income from participating in your career:
Amount of money you earn in one year | Importance of preference
A. High
B. Medium
C. Low |
| 3. | Helping Others while participating in your career:
Helping people live better lives,
Doing something for others,
Working for the good of all. | Importance of preference
A. High
B. Medium
C. Low |
| 4. | Family Time while participating in your career:
Work hours balanced with hours you
can spend with family,
Flexible scheduling to suit family needs. | Importance of preference
A. High
B. Medium
C. Low |
| 5. | Creativity while participating in your career:
Able to do your job in your own way,
Add new ideas and create new things. | Importance of preference
A. High
B. Medium
C. Low |
| 6. | Responsibility while participating in your career:
Supervision over projects, people or duties,
Accepting credit for good and bad outcomes,
Making decisions and solving problems. | Importance of preference
A. High
B. Medium
C. Low |
| 7. | Variety while participating in your career:
Doing many different tasks each day,
Something new each day,
Working in different places or settings. | Importance of preference
A. High
B. Medium
C. Low |
| 8. | Working with People while participating in your career:
Dealing with patients, clients, customers, students,
Doing things with others,
Teaming up, sharing ideas and tasks. | Importance of preference
A. High
B. Medium
C. Low |

- | | |
|---|--|
| <p>9. Economic Security while participating in your career:
 Steady or increasing need for this type of work,
 Risk of layoffs is low,
 Opportunity for promotions, increase in salary.</p> | <p>Importance of preference
 A. High
 B. Medium
 C. Low</p> |
| <p>10. Recognition while participating in your career:
 Receiving honor or praise for the work you do,
 Having respect of others because of the quality
 of your work,
 Opportunity to advance in your work because of
 your hard work, dedication, and good results.</p> | <p>Importance of preference
 A. High
 B. Medium
 C. Low</p> |
| <p>11. Independence while participating in your career:
 Flexibility in your work hours,
 Working at your own pace,
 Doing things your way,
 Working alone.</p> | <p>Importance of preference
 A. High
 B. Medium
 C. Low</p> |
| <p>12. _____
 Add one value or preference of your own
 You may choose from those listed below
 if you do not have one of your own in mind.
 Health (physical well-being maintained,
 not at risk for injury or death)
 Lack of Stress (low mental anxiety, tension,
 pressure)
 Travel (opportunity to move from place to
 place often, work in a variety of new
 environments, and meet new people)</p> | <p>Importance of preference
 A. High
 B. Medium
 C. Low</p> |

SUMMARY OF CAREER/LIFESTYLE PREFERENCE INVENTORY

Instructions: Look over your inventory and list below all those preferences that you circled as **high importance**.

Now choose from your list above those **three preferences** that you feel are the **most important**. (In other words, you would be most happy in a career if these three values were present.)

My “out of this world” career needs to offer me:



1. _____ 2. _____ 3. _____

Name _____

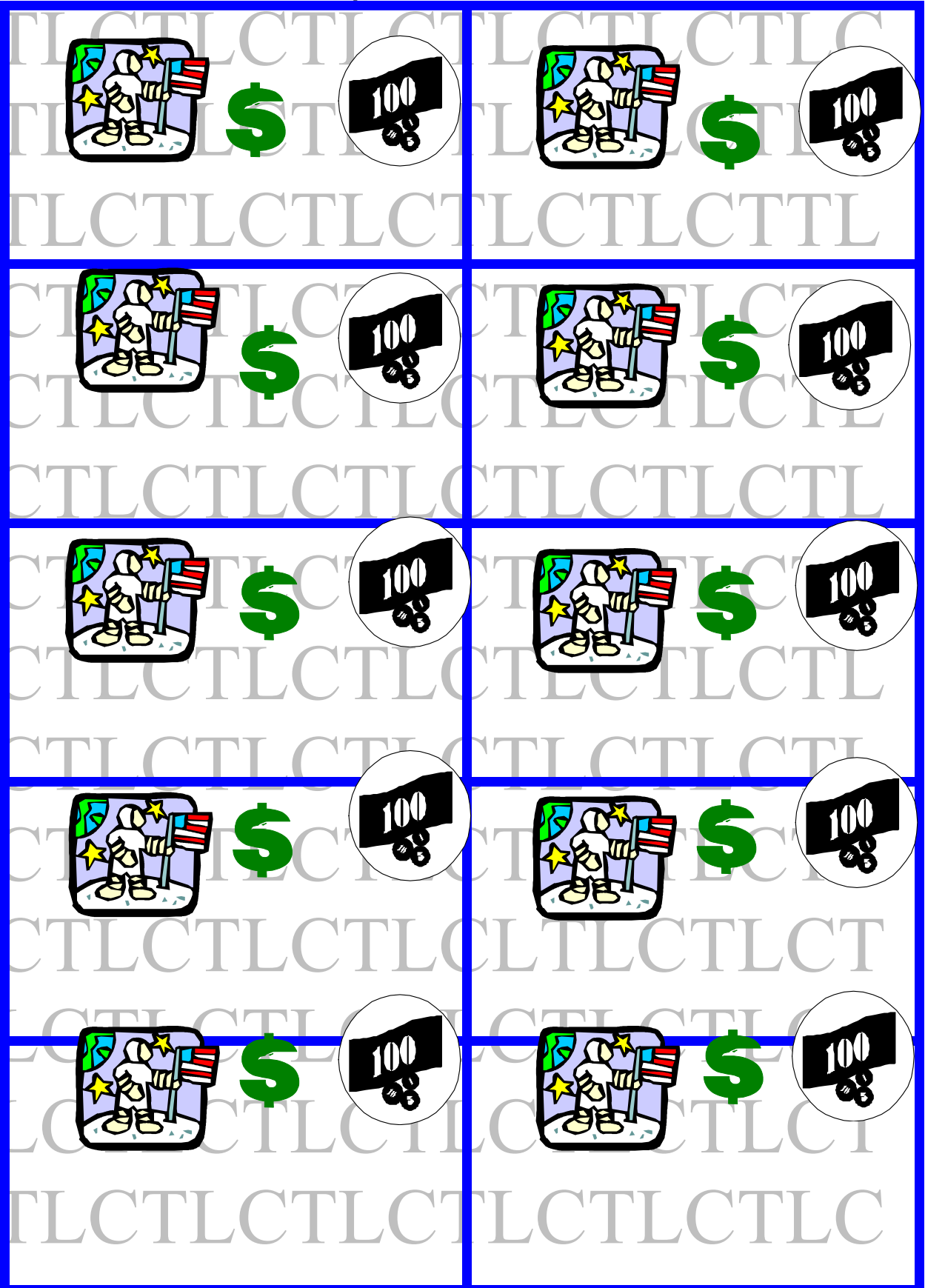
Class Period _____

AUCTION LIST

Instructions: First look over this list. Next put a check by those items for which you would like to bid (first column). As the auction progresses, list next to each item the amount paid (highest bid).

Item	U	PAID
1. To be a famous rock star.		
2. To never be sick.		
3. To be extremely smart.		
4. To be a famous sports star.		
5. To be beautiful.		
6. To be President of the USA.		
7. To have a great-looking body.		
8. To be a famous model.		
9. To be a school teacher.		
10. To graduate from a famous college.		
11. To never have pimples.		
12. To help underprivileged children.		
13. To be a doctor.		
14. To be a successful politician.		
15. To raise happy children.		
16. To be a successful artist.		
17. To live a long life.		
18. To own whatever car I would like.		
19. To marry a good looking person.		
20. To have a successful business.		
21. To live in a mansion.		
22. To be liked by everyone.		
23. To be a famous movie star.		
24. To help solve the homeless problem.		
25. To have a lot of close friends.		
26. To be happy in life.		
27. To be a millionaire.		
28. To help others.		
29. To travel around the world.		
30. To have a great relationship with my parents.		

Optional TLC Bucks



You bought a lottery ticket and won a million dollars.

You dropped out of high school and took a job at below minimum wage with no chance of advancement.

You graduated from high school, went to college, and took a job that pays a reasonable salary; but you dislike what you do.

Values:

Aspects of our lives which are most important, and deserving of our time, effort, and money.

Preferences:

Choice of personal best option.

Economic Security:

Promise of long-term job benefits.

